

Middle School APS Survey Rating Description

Each component will be rated on a scale of 0 to 3, as follows:

- 0 – Minimal level of implementation
- 1 – Partial level of implementation
- 2 – Substantial level of implementation
- 3 – Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

Essential Component	Objective
1. Instructional Program	1.1 The school/district provides the most recent State Board-adopted core instructional programs in reading/language arts (2002-2008 adoption) documented to be in daily use in every classroom with materials for every student.
	<i>Minimally – None of the students have the most recent SBE-adopted instructional program in reading/language arts.</i> <i>Partially – Some of the students have the most recent SBE-adopted instructional program in reading/language arts.</i> Substantially – All students at all grade levels or program levels have and use the most recent SBE-adopted instructional program in reading/language arts. <i>Fully – All students at all grade levels or program levels have and appropriately use on a daily basis the most recent SBE-adopted instructional program in reading/language arts.</i>
	1.2 The school/district provides the most recent State Board-adopted reading/language arts intervention programs, documented to be in daily use in every reading intervention classroom, with materials for every participating student.
	<i>Minimally – None of the students have the most recent SBE-adopted intervention reading/language arts instructional program materials.</i> <i>Partially – Some of the students have the most recent SBE-adopted intervention reading/language arts instructional program materials</i> Substantially – All students at all grade levels or program levels have and use the most recent SBE-adopted intervention reading/language arts instructional program materials. <i>Fully – All students at all grade levels or program levels have and appropriately use on a daily basis the most recent SBE-adopted intervention reading/language arts instructional program materials.</i>

Essential Component	Objective
	<p>1.3 The school/district provides the most recent State Board-adopted core instructional programs in mathematics (2001-2007 adoption) documented to be in daily use in every classroom with materials for every student.</p>
	<p><i>Minimally – None of the students have the most recent SBE-adopted instructional program in mathematics.</i></p> <p><i>Partially – Some of the students have the most recent SBE-adopted instructional program in mathematics.</i></p> <p><i>Substantially – All students at all grade levels have and use the most recent SBE-adopted instructional program in mathematics.</i></p> <p><i>Fully – All students at all grade levels have and appropriately use on a daily basis the most recent SBE-adopted instructional program in mathematics.</i></p>

2. Instructional Time	2.1	The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions. § Grades 6-8 1, 1.5, or 2 hours daily
		<p><i>Minimally – Few classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</i></p> <p><i>Partially – About half of the classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</i></p> <p><i>Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</i></p> <p><i>Fully – All classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program and provide extended time for those in need of more instruction and practice.</i></p>
	2.2	School provides the following time for reading/language arts students taking the intervention reading program: § Grades 6-8 2.0 to 3.0 hours daily
		<p><i>Minimally – Few classrooms have the appropriate time allocations for students taking the intervention reading program.</i></p> <p><i>Partially – About half of the classrooms have the appropriate time allocations for students taking the intervention reading program.</i></p> <p><i>Substantially – Seventy-five percent of the classrooms have the appropriate time allocations for students taking the intervention reading program.</i></p> <p><i>Fully – All classrooms have the appropriate time allocations for students taking the intervention reading program.</i></p>

	<p>2.3 School provides the following daily time allocation for mathematics: § Grades 6-8 60 minutes</p> <p><i>Minimally – Few classrooms have the appropriate daily time allocation for students in mathematics.</i></p> <p><i>Partially – About half of the classrooms have the appropriate daily time allocation for students in mathematics.</i></p> <p><i>Substantially – Seventy-five percent of the classrooms have the appropriate daily time allocation for students in mathematics.</i></p> <p><i>Fully – All classrooms have the appropriate daily time allocation for students in mathematics.</i></p>
	<p>2.4 School provides an additional 30 minutes of instructional time for mathematics students needing intervention.</p> <p><i>Minimally – Few students receive the additional time allocation needed for mathematics intervention.</i></p> <p><i>Partially – About half of the students receive the additional time allocation needed for mathematics intervention.</i></p> <p><i>Substantially – Seventy-five percent of students receive the additional time allocation needed for mathematics intervention.</i></p> <p><i>Fully – All students receive the additional time allocation needed for mathematics intervention.</i></p>

3. School Principals' Instructional Leadership Training	3.1 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum in the school/district-adopted reading/language arts program (basic core program [6-8] or the intervention program [6-8]).
	<p><i>Minimally – Neither the principal nor vice principal(s) has made arrangements to take the AB 75 reading/language arts training.</i></p> <p><i>Partially – Either the principal or the vice principal(s) has made arrangements to take the AB 75 reading/language arts training.</i></p> <p><i>Substantially – Either the principal or the vice principal(s) has had the AB 75 training, which includes 40 hours of training and 40 hours of practicum, and plans exist for the other administrator to be trained within one year.</i></p> <p><i>Fully – The principal and at least one vice principal have had the AB 75 reading/language arts training, which includes 40 hours of training and 40 hours of practicum.</i></p>
	3.2 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum in the school/district-adopted mathematics program [basic core program (6-8)].
	<p><i>Minimally – Neither the principal nor vice principal(s) has made arrangements to take the AB 75 mathematics training.</i></p> <p><i>Partially – Either the principal or the vice principal(s) has made arrangements to take the AB 75 mathematics training.</i></p> <p><i>Substantially – Either the principal or the vice principal(s) has had the AB 75 training, which includes 40 hours of training and 40 hours of practicum, and plans exist for the other administrator to be trained within one year.</i></p> <p><i>Fully – The principal and at least one vice principal have had the AB 75 mathematics training, which includes 40 hours of training and 40 hours of practicum.</i></p>

4. Credentialed Teachers and Professional Development Opportunity	4.1 The district staffs most classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years.
	<p>4.1.a <i>Minimally – Few classrooms have fully credentialed teachers.</i></p> <p><i>Partially – About half of the classrooms have fully credentialed teachers.</i></p> <p>Substantially – Seventy-five percent of the classrooms have fully credentialed teachers.</p> <p><i>Fully – All classrooms have fully credentialed teachers.</i></p> <p>4.1.b <i>Minimally—There is no plan in place to recruit fully credentialed teachers.</i></p> <p><i>Partially—There is a limited plan in place to recruit and retain fully credentialed teachers within three years.</i></p> <p>Substantially---There is an adequate plan in place to recruit and retain fully credentialed teachers within three years.</p> <p><i>Fully—There is an appropriate plan in place to recruit and retain all fully credentialed teachers within three years.</i></p>
	4.2 The district provides the school's reading/language arts teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.
	<p><i>Minimally - Few of the school's reading/language arts teachers have completed the AB 466 training in reading/language arts.</i></p> <p><i>Partially – About half of the school's reading/language arts teachers have completed the AB 466 training in reading/language arts.</i></p> <p>Substantially – Seventy-five percent of the school's reading/language arts teachers have completed the AB 466 training in reading/language arts, and there is a plan to train the remaining teachers within one year.</p> <p><i>Fully – All of the school's reading/language arts teachers have completed the AB 466 training in reading/language arts.</i></p>
	4.3 The district provides the school's mathematics teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.
	<p><i>Minimally - Few of the school's math teachers have completed the AB 466 training in mathematics.</i></p> <p><i>Partially – About half of the school's math teachers have completed the AB 466 training in mathematics.</i></p> <p>Substantially – Seventy-five percent of the school's math teachers have completed the AB 466 training in mathematics, and there is a plan to train the remaining teachers within one year.</p> <p><i>Fully – All of the school's math teachers have completed the AB 466 training in mathematics.</i></p>

5. Student Achievement Monitoring System	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p>
	<p><i>Minimally – Reading/language arts curriculum-embedded assessments are rarely used at the school.</i></p> <p><i>Partially – Reading/language arts curriculum-embedded assessments are sometimes used at the school.</i></p> <p><i>Substantially – Reading/language arts curriculum-embedded assessments are in regular use at the school.</i></p> <p><i>Fully – Reading/language arts curriculum-embedded assessments are administered regularly (e.g., every 6-8 weeks) at the school and the data from the assessments are being used to determine student progress and modify instruction.</i></p>
	<p>5.2 The school/district has a similar assessment and monitoring system for the mathematics program.</p>
	<p><i>Minimally – Algebra I and remedial mathematics curriculum-embedded assessments are rarely used at the school.</i></p> <p><i>Partially – Algebra I and remedial mathematics curriculum-embedded assessments are sometimes used at the school.</i></p> <p><i>Substantially – Algebra I and remedial mathematics curriculum-embedded assessments are in regular use at the school.</i></p> <p><i>Fully – Algebra I and remedial mathematics curriculum-embedded assessments are administered regularly (e.g., every 6-8 weeks) at the school and the data from the assessments are being used to determine student progress and modify instruction.</i></p>

6. Ongoing Instructional Assistance and Support for Teachers	6.1	The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support the teacher and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
		<p><i>Minimally – The school/ district provides little or no instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><i>Partially – The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><i>Substantially – The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p> <p><i>Fully – The school/district provides appropriate instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.</i></p>
	6.2	The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.
		<p><i>Minimally – The school/district provides little or no instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><i>Partially – The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><i>Substantially – The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering mathematics instruction using the adopted materials.</i></p> <p><i>Fully – The school/district provides appropriate instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</i></p>

<p>7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</p>	<p>7.1 The school/district facilitates and supports instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).</p>
	<p><i>Minimally – The school/district does not provide time for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in reading/language arts.</i></p> <p><i>Partially – The school/district provides limited opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in reading/language arts.</i></p> <p>Substantially– The school/district provides regular opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in reading/language arts.</p> <p><i>Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in reading/language arts.</i></p>
	<p>7.2 The school/district facilitates and supports instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).</p>
	<p><i>Minimally – The school/district does not provide time for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i></p> <p><i>Partially – The school/district provides limited opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i></p> <p>Substantially– The school/district provides regular opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</p> <p><i>Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i></p>

8. Lesson Pacing Schedule	<p>8.1 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each instructional program/department level (6-8), in order for all reading/language arts teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p>
	<p><i>Minimally– A district/schoolwide pacing schedule for the reading/language arts program has been distributed to a few of the grade levels or instructional levels offered at the school.</i></p> <p><i>Partially – A district/schoolwide pacing schedule for the reading/language arts program has been distributed to about half of the grade levels or instructional levels offered at the school.</i></p> <p>Substantially – An annual district/schoolwide pacing schedule for the reading/language arts program has been distributed to 75 percent of the grade levels or instructional levels offered at the school.</p> <p><i>Fully - An annual district/schoolwide pacing schedule for the reading/language arts program is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).</i></p>
	<p>8.2 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each instructional program/department level (6-8), in order for all mathematics teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p>
	<p><i>Minimally– A district/schoolwide pacing schedule for the mathematics program has been distributed to a few of the grade levels or instructional levels offered at the school.</i></p> <p><i>Partially - A district/schoolwide pacing schedule for the mathematics program has been distributed to about half of the grade levels or instructional levels offered at the school.</i></p> <p>Substantially – An annual district/schoolwide pacing schedule for the mathematics program has been distributed to 75 percent of the grade levels or instructional levels offered at the school.</p> <p><i>Fully – A district/schoolwide pacing schedule for the mathematics program is in use in all of the grade levels or instructional levels offered at the school.</i></p>

9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.
	<p><i>Minimally– The school/district uses its general and categorical funds to support a few of the reading/language arts program goals in the school plan.</i></p> <p><i>Partially – The school/district uses its general and categorical funds to support about half of the school’s reading/language arts program goals in the school plan.</i></p> <p><i>Substantially – The school/district uses its general and categorical funds to support seventy-five percent of the school’s reading/language arts program goals in the school plan.</i></p> <p><i>Fully –The school/district uses its general and categorical funds to support all of the school’s reading/language arts program goals in the school plan.</i></p>
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	<p><i>Minimally– The school/district uses its general and categorical funds to support a few of the mathematics program goals in the school plan.</i></p> <p><i>Partially – The school/district uses its general and categorical funds to support about half of the school’s mathematics program goals in the school plan.</i></p> <p><i>Substantially – The school/district uses its general and categorical funds to support seventy-five percent of the school’s mathematics program goals in the school plan.</i></p> <p><i>Fully –The school/district uses its general and categorical funds to support all of the school’s mathematics program goals in the school plan.</i></p>